

ESSA:

EXERCISE & SPORTS SCIENCE AUSTRALIA

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**ACCREDITED SPORTS SCIENTIST
and ACCREDITED HIGH
PERFORMANCE MANAGER**

**PROFESSIONAL STANDARDS
SUPPORT GUIDE**

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Overview

Purpose

The 2019 Accredited Sports Scientist (ASpS) Professional Standards for Accreditation set out the minimum standards for entry to and requirements for ongoing professional practice as an Exercise & Sports Science Australia (ESSA) ASpS.

They are high-level, outcomes-focused standards that are designed to be agile and future-proofed. The purpose of this guide is to support course providers and assessors with further information on the intent and context of the standards.

This document includes:

- » Key information considered by the ASpS Professional Standards Review Committee
- » Additional details on areas of practice

This document should be read in conjunction with the ASpS Professional Standards for Accreditation and ASpS Scope of Practice Document.

The Support Guide provides assistance with understanding and implementing the ASpS Level 1 Professional Standards for Accreditation, which serves as the essential prerequisite required by course providers. While the ASpS Level 2 and Accredited High Performance Manager (AHPM) Professional Standards for Accreditation will be briefly covered in the support guide, it is important to note that they are not mandatory requirements for course providers.

This document is primarily intended for course providers, although other stakeholders may also benefit from its content. These additional stakeholders encompass but are not limited to:

- » ESSA Assessors
- » Individuals applying for ESSA accreditation

Overview

ESSA's strategic approach to this iteration of the standards is based on a need to move towards outcomes-based standards that are robust, future-proofed, support ESSA's long-term work in the international space and take into consideration the Olympic/Paralympic cycles. With this revision, there has been a deliberate shift away from a prescriptive set of criteria towards a suite of professional elements that acknowledge the breadth of sports science practice. The high-level nature of the standards were informed by several factors including:

- » Advice from a working group
- » External influencing factors such as
 - › The National Registration and Accreditation Scheme
 - › Olympic/Paralympic cycles
 - › Funding availabilities
- » Feedback from key stakeholders

ESSA retains a separate Foundational Scope of Practice document which will be revised as part of the standards review cycle. ESSA Foundational Scope of Practice documents are documents designed to inform consumers, external stakeholders (such as employers, government bodies and regulators) students, and education providers of the common roles of the ESSA-accredited professions.

The standards are not designed to be a stand-alone document for determining competence, safety or scope. They should be considered as part of ESSA's broader self-regulatory framework including professional practice standards, Code of Professional Conduct & Ethical Practice, and Scope of Practice documents.

Structure

The standards are introduced with Professional Practice which integrates all the skills learnt through the remaining standards. There is no expectation that the elements within a standard will need to be embedded into specific subjects, although all elements should be embedded where appropriate throughout the degree curriculum. It is envisaged that this will provide academic units with the flexibility to integrate the minimum sports science standards into unique program offerings that have an emphasis on specific areas of expertise or local needs.

Standards

Professional Attributes

The Professional Attributes outline the expected qualities of an individual who meets each standard and its corresponding elements.

The below provides examples of the expected knowledge, skills and expertise of ASpS levels 1 and 2 and AHPMs. ESSA acknowledges professionals may engage in areas of practice beyond these, hence these examples are not exhaustive.

Accredited Sports Scientists (ASpS) Level 1

- » In addition to optimising athletic performance, preventing injuries and promoting overall well-being, ASpS Level 1 professionals play an important role in physical well-being. Their work involves applying scientific principles and innovative approaches to enhance the performance of athletes and teams, combining a wide range of skills and expertise.
- » ASpSs can work in performance analysis. They assess various areas of an athlete's performance, including technique, physiological responses, movement patterns and decision-making.
- » ASpS Level 1 can also design and implement tailored training and conditioning programs. By considering factors such as strength, endurance, speed, agility, flexibility and recovery, they can create comprehensive plans that optimise performance and minimise the risk of injuries. They contribute to injury prevention strategies by identifying risk factors and implementing targeted exercises and interventions.
- » Research and data analysis are an important aspect of ASpS's role. This involves conducting studies to investigate new methods of training and explore equipment and techniques. They collect and analyse data to evaluate the effectiveness of interventions and contribute to evidence-based practices.

Accredited Sports Scientists (ASpS) Level 2

- » ASpS Level 2 professionals are expected to possess the knowledge and experience necessary to supervise and mentor others effectively. This involves sharing expertise, providing constructive feedback and facilitating professional development opportunities. Mentors and supervisors should be capable of assessing the skills and competencies of their mentees, identifying areas for improvement and offering guidance to help them grow.
- » ASpS Level 2 demonstrates leadership qualities by taking initiative, displaying integrity and inspiring others in the industry. They may be involved in coordinating and leading teams, projects or research initiatives within the sports science domain.

ASpSs possess a diverse skill set that includes but is not limited to, strong knowledge of exercise science, proficiency in data analysis and technology, effective communication and interpersonal skills, critical thinking, and problem-solving abilities, as well as adaptability and a commitment to continuous learning. These skills enable them to collaborate effectively with athletes, coaches and other professionals in the sports performance team.

The standards represent the foundational prerequisites, typically demonstrated primarily within a specific subdiscipline.

Accredited High-Performance Managers (AHPM)

AHPM professionals display leadership and management skills, enabling them to guide and inspire others effectively. They create a positive and high-performance culture, foster collaboration, and manage teams and programs to achieve desired outcomes.

- » AHPMs are adept at utilising scientific principles and techniques to optimise performance, enhance training methodologies and address challenges within the Sports Science Sports Medicine (SSSM) environment.

The skills of an AHPM combine leadership, management, science and project management. Their primary focus on athlete and team well-being, combined with their expertise, allows them to make a significant impact within the SSSM environment and the broader sports industry.

Important Concepts

The section titled Important Concepts has been included to align with the other ESSA Professional Standards for Accreditation documents (Accredited Exercise Scientist and Accredited Exercise Physiologist). This section provides greater detail about the intent, focus and expectations of key components of the standards such as Service Users, Cultural Diversity and Practice Settings. In addition, this section clarifies other important concepts woven throughout the standards.

Service User

Within these Standards, it is important to note that the term 'Service User' is used instead of 'Client' as found in other sets of ESSA Standards. This distinction acknowledges the diverse roles that Sports Scientists and High Performance Managers may perform. While some Sports Scientists and High performance Managers may not directly engage with the end user (Client/Athlete), they are involved in the development of the Client through collaboration with various stakeholders. These stakeholders may include, but are not limited to:

- » Coaches
- » Teams
- » High Performance Managers
- » Analysts
- » Guardians (e.g., parents)

By recognising the broader scope of individuals involved in the development and support of the end user, the term 'Service User' encompasses the wide range of individuals with whom Sports Scientists and High Performance Managers collaborate to achieve optimal outcomes. This inclusive terminology reflects the multifaceted nature of the sports science and high performance industry and acknowledges the collective effort required to enhance performance and well-being.

Practice

The standards outlined encompass the wide range of practices and environments in which ASpSs and AHPMs may operate. The table below provides an overview of potential areas of practice, noting that ESSA accreditation specifically focuses on direct servicing, coach and athlete education, research and programming. Please note that the areas of practice listed are not exhaustive and may vary based on individual qualifications, expertise and professional development.

ASpS Level 1 - Generalist | ASpS Level 2 - Specialist | AHPM - Management and Leadership

	ASpS Level 1	ASpS Level 2	AHPM
<ul style="list-style-type: none"> » Pro Sport » Elite Sport » Olympic/Paralympic » Youth Development Sport » Research 	Performance Analyst	Sports Education and Leadership	Team Management and Leadership
	Exercise Physiologist		Sports Consultant
	Biomechanics		Strategy Planner
	Strength and Conditioning		Performance Director
	Sports Coach		Performance Operations Manager
	Athlete Support Services		
	Sports Technology		

Sports Organisations
Research Institutions
Health and Fitness Facilities
Educational Institutions
Clinics

Cultural Diversity

It is essential for ASpSs and AHPMs to understand and work effectively with culturally diverse populations. Diverse backgrounds, cultures and experiences are common among athletes and support personnel in sports science.

Aboriginal and Torres Strait Islander peoples

- » ASpSs and AHPMs should familiarise themselves with the cultural protocols, customs and traditions of Indigenous Australians. Engaging in culturally sensitive approaches, such as acknowledging the land and seeking permission.
- » It is possible to enhance the effectiveness of sports science programming or interventions by collaborating with Indigenous athletes, elders and community leaders.

Disability Inclusion

- » ASpSs should be knowledgeable about disability-related considerations and be able to adapt their practices to ensure inclusivity for athletes with disabilities. This includes understanding the specific needs and requirements of athletes with disabilities, providing appropriate accommodations, and utilising adaptive equipment or techniques when necessary.
- » Compliance with disability rights legislation.
- » Understanding of paralympic practices and requirements.

Child and Youth Development

ASpSs and AHPMs must adhere to child protection policies and guidelines to safeguard the well-being and safety of young athletes. This involves understanding the legal obligations, reporting procedures and ethical considerations related to child protection.

Religious Practices

- » Understanding and accommodating athletes' religious practices such as, but not limited to:
 - › Prayer times
 - › Dietary restrictions
 - › Modesty wear
 - › Holidays and Observations

Informed Consent

Although not explicitly indicated within the Standards, informed consent is an important ethical and legal responsibility for ASpSs and AHPMs. It ensures that individuals, including athletes and their guardians, have a clear understanding of the purpose, procedures, potential risks and benefits involved in any data collection or interventions. ASpSs should prioritise obtaining informed consent from all relevant parties before initiating any activities.

Data: Interpretation, Collection and Sharing

ASpSs and AHPMs must recognise the important role data plays in driving informed decisions and optimising athlete performance and team development. Professionals must be able to interpret complex data sets, recognise patterns and extract insights from the data collected. The ability to identify trends, outliers and correlations enables ASpSs and AHPMs to formulate targeted interventions, design personalised training programs, and mitigate potential risks.

ASpSs and AHPMs must comply with data protection and privacy laws when collecting, storing and sharing athlete data. In Australia, this includes adhering to the Privacy Act 1988 and the Australian Privacy Principles (APPs). Athletes and their parents or guardians should be informed about the type of data collected, how it will be used, who will have access to it and any safeguards in place to protect their privacy.

ASpSs and AHPMs should keep comprehensive records of informed consent processes, including signed consent forms or agreements. These records should include details of what was explained to the participants, their agreement to participate and any specific conditions or restrictions.

Child Protection Legislation

ASpSs and AHPMs working with children must also be aware of and comply with child protection legislation. In Australia, this includes state-specific laws, such as the Working with Children Check requirements and reporting obligations for suspected child abuse or neglect. Sports scientists should be knowledgeable about these laws and ensure they have appropriate clearances and training to work with children.

Communication and Transparency

It is important to effectively convey complex concepts to athletes, parents or guardians paying close attention to the presence of technical jargon. Examples to support communication and transparency with relevant stakeholders include, but are not limited to:

- » Using plain language – Avoid unnecessary technical jargon and use plain language when explaining complex concepts to athletes and their families. Break down complex terms or concepts into simpler, easily understandable terms that align with their knowledge and experience.
- » Providing context – When introducing complex concepts, provide real-life examples or relatable analogies to help individuals understand how these concepts apply to their specific situation. Relating concepts to familiar experiences or everyday activities can enhance comprehension and make the information more accessible.
- » Tailoring communication to the audience – Consider the individual's background, knowledge level and learning preferences when communicating complex concepts. Adapt your communication style and approach to best suit the audience, ensuring that information is presented in a way that resonates with them.

Athlete Wellbeing

It is essential for ASpS professionals to recognise and prioritise the well-being of athletes. This principle emphasises the holistic approach to athlete care, acknowledging that their physical, mental and emotional health is vital to their performance and overall quality of life. Consider the below when supporting athlete well-being:

- » **Athlete-centred Approach** - All interactions and interventions should be focused on the athlete's needs, goals and overall well-being. Develop a comprehensive understanding of their individual circumstances, including physical capabilities, mental resilience and personal aspirations.
- » **Holistic Support** - Recognise that athletes' well-being extends beyond their physical health. Address their mental, emotional and social needs by providing access to appropriate support services, such as sports psychologists, nutritionists and social support networks.
- » **Open Communication** - Promote a culture of open communication where athletes feel comfortable expressing concerns, needs and limitations. Actively listen to their feedback and involve them in decision-making processes regarding their training, recovery and performance goals.
- » **Ethical Considerations** - Adhere to ethical guidelines and the ESSA Code of Professional Conduct & Ethical Practice in all interactions with athletes. Respect their privacy, autonomy and confidentiality. Obtain informed consent for any interventions and ensure that athletes fully understand the potential risks and benefits involved.
- » **Work-Life Balance** - Encourage athletes to maintain a healthy work-life balance by considering their personal lives, relationships and other commitments.
- » **Avoiding Commodification** - Athletes should not be treated as commodities but as unique individuals with unique strengths and aspirations. Avoid practices that exploit or prioritise short-term gains over their long-term well-being and personal growth.

Technology and Digital Practice

Technology and digital advancements have significantly transformed the field of sports science, offering new opportunities for data collection, analysis and performance enhancement. It is crucial for Accredited Sports Scientists to embrace these advancements while maintaining a critical approach to ensure the validity and reliability of the technologies used. Key points to consider when incorporating technology and digital practice:

- » **Evidence-Informed Approach** - Prioritise evidence-based practice by utilising technologies that have undergone rigorous scientific research and validation. Investigate peer-reviewed studies and publications that support the efficacy and reliability of the technology or digital tool. New technologies/practices should be critically analysed based on a risk approach where evidence is emerging.
- » **Quality Control** - Exercise caution when adopting new technologies without sufficient research backing. Ensure that the technology has undergone testing, validation and evaluation in relevant sports settings, preferably through independent research or reputable institutions.

- » **Continuous Learning and Professional Development** - Stay up to date with the latest research and advancements in sports technology. Attend conferences, workshops and webinars to expand knowledge and network with other professionals in the field. Engage in ongoing professional development to enhance skills in utilising technology effectively and responsibly.
- » **Ethical Considerations** - Ensure that the use of technology respects the privacy and confidentiality of athletes' data. Adhere to legal and ethical guidelines regarding data collection, storage and sharing. Obtain informed consent from athletes regarding the use of technology and clearly communicate how their data will be managed and protected.
- » **Monitoring and Evaluation** - Continuously monitor and evaluate the outcomes and impact of the technology or digital practice on athlete performance and wellbeing. Collect and analyse data to assess its effectiveness and make informed decisions about its continued use or potential modifications.



ASpS Level 1

STANDARD 1 – PROFESSIONAL PRACTICE

GUIDING PRINCIPLE

An Accredited Sports Scientist can demonstrate an understanding of the framework of sports science practice. This includes evidence-based practice, ethical considerations, legislated requirements, codes of professional conduct, the service delivery setting, and professional obligations. An Accredited Sports Scientist can demonstrate ethical, professional behaviour and teamwork in delivering high-quality sports science services.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Understand the importance of basing sports science interventions and recommendations on scientific evidence and current research.
- » Stay updated with the latest advancements and research findings in the field.
- » Possess knowledge of ethical principles and guidelines that govern sports science practice, such as respect for autonomy, privacy and confidentiality, informed consent, and avoiding conflicts of interest.
- » Be aware of relevant laws, regulations and standards that pertain to sports science practice, including data protection, privacy and child protection legislation.
- » Understand and adhere to the codes of professional conduct and ethical practice established by relevant professional bodies or associations in the field of sports science.
- » Understand the specific context and environment in which sports science services are delivered, such as sports organisations, clubs or academic institutions.
- » Exhibit professionalism, integrity and accountability in all aspects of sports science practice.
- » Collaborate effectively with multidisciplinary teams, including coaches, athletes, healthcare professionals and other support staff.
- » Demonstrate excellent communication skills, active listening and the ability to work collaboratively.
- » Deliver high-quality sports science services that are evidence-based, tailored to individual needs and aligned with best practices in the field.
- » Continuously evaluate and improve the effectiveness and outcomes of interventions.
- » Professionals undertaking VO₂max testing should be competent in testing according to established protocols and guidelines.
- » Completion of a laboratory induction and/or a field-based health and safety module/certificate/induction, as well as setting-specific first aid training.
- » Completion of pre-employment modules focused on anti-discrimination and cultural awareness.
- » Proficiency in collecting and analysing objective measures and providing evidence-based recommendations to coaching staff based on the findings.

STANDARD 2 – PLANNING AND DECISION MAKING

GUIDING PRINCIPLE

An Accredited Sports Scientist can demonstrate the application of planning and decision making that considers the needs of service users within diverse and relevant sporting environments. This includes planning, assessing, monitoring and appropriately documenting decisions in a multidisciplinary environment that includes collaboration with the sports science and medical team, coaching staff and service users.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Possess knowledge of different sporting contexts, such as individual sports, team sports, amateur sports and professional sports. Understand the unique needs, challenges and dynamics associated with each environment.
- » Have a comprehensive understanding of effective planning and assessment methods within sports science. Examples include knowledge of periodisation, training principles, performance evaluation and data analysis techniques.
- » Understand the importance of collaborating with the sports science and medical team, coaching staff and service users to ensure coordinated and integrated decision-making. Be familiar with the roles and responsibilities of different professionals within the multidisciplinary team.
- » Stay up to date with the latest regulations, guidelines and best practices related to sports science and athlete management. This includes ethical considerations, privacy regulations and professional standards.
- » Develop comprehensive plans and set measurable goals for athletes or teams. Consider factors such as individual capabilities, competition schedules, injury prevention and performance enhancement.
- » Maintain accurate and thorough documentation of decisions, assessments and progress evaluations.
- » Understanding the significance of metrics such as total distance, high speed, distance per minute, etc. and their importance in assessing athletic performance. Comparing and interpreting this data in relation to the athlete's testing data.

STANDARD 3 – IMPLEMENTATION OF SPORTS SCIENCE SERVICES

GUIDING PRINCIPLE

An Accredited Sports Scientist can demonstrate delivery of safe and appropriate sports science services. Services include those that are delivered collaboratively with other professions, that meet the service users' needs, and that are based on scientific evidence and methodologies.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Understanding the varying requirements of athletes, coaches, teams and other stakeholders.
- » Understand the principles and methodologies that underpin effective and evidence-based interventions and programs.
- » Have a comprehensive understanding of safety protocols, guidelines and ethical considerations specific to the sports science field. This includes knowledge of risk assessment, injury prevention, emergency procedures and ethical conduct.
- » Communicate clearly and effectively with service users, other professionals and stakeholders.
- » Engaging in clear and collaborative communication with other professionals, such as physiotherapists, to address specific issues, including discussions on appropriate return-to-sport protocols.
- » Developing and disseminating fact sheets that translate complex research findings into practical information for athletes.
- » Effectively communicating research findings through research papers, presentations or other relevant platforms, making them accessible and usable by others in the field.
- » Implement appropriate safety measures and adhere to ethical guidelines in all aspects of service delivery. Prioritise the well-being and safety of service users and maintain confidentiality and privacy as per professional standards.
- » Demonstrating the integration of evidence-based practices by utilising literature reviews or consulting with experts to deliver or recommend sports science interventions.
- » Specialised equipment (both hardware and software) should be utilised in supporting the teaching and research requirements. This equipment should enable the achievement of desired learning outcomes.
- » Examples of equipment include metabolic assessment systems, movement analysis systems and software, force use assessment tools, GPS/IMU analysis devices, a training gym, and blood analysis kits.

STANDARD 4 – UNDERSTANDING AND IMPLEMENTATION OF RESEARCH

GUIDING PRINCIPLE

An Accredited Sports Scientist can collect data, interpret data, formulate desirable outcomes, and translate and apply research outcomes into sports settings.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Understanding of various data collection methods and techniques used in sports science, such as physiological measurements, biomechanical analysis and performance assessments.
- » Evaluating the validity and reliability of methods, tools and techniques proposed in journal articles.
- » Knowledge and application of statistical analysis methods and data interpretation techniques relevant to sports science research.
- » Familiarity with research design and methodology in sports science, including experimental design, data collection protocols and ethical considerations.
- » Proficiency in collecting and recording data accurately using appropriate equipment and technologies.
- » Interpreting data sets identifying, and removing outliers.
- » Skill in formulating desirable outcomes based on data analysis, such as performance improvement goals, injury prevention strategies or rehabilitation plans.
- » Ability to effectively communicate research outcomes and findings to coaches, athletes and other stakeholders in a sports setting.

STANDARD 5 – DATA HANDLING AND MANAGEMENT

GUIDING PRINCIPLE

An Accredited Sports Scientist can apply appropriate data handling and privacy considerations to the collection, interpretation, reporting, storage and communication of data and research.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Familiarity with relevant data protection regulations and guidelines.
- » Applying appropriate data handling procedures to ensure the accuracy, reliability and integrity of collected data.
- » Apply data analysis techniques to identify significant changes in test results over time.
- » Implementing privacy measures to protect the confidentiality of data and research outcomes.
- » Analysing data to detect significant changes between testing time points.
- » Reviewing data sets and communicating the results to service users via email or reports.
- » Comparing pre- and post-training block testing to evaluate program effectiveness and inform subsequent training blocks.
- » Producing reports for service users that include data interpretation.
- » Engaging in email communication with the multidisciplinary team.
- » Creating posters that summarise and interpret findings in a user-friendly manner.
- » Demonstrating knowledge of confidentiality, privacy legislation and related requirements through work induction training.

ASpS Level 2

GUIDING PRINCIPLE

A Level 2 Accredited Sports Scientist demonstrates specialised knowledge and skills in sports science that are applied in the subdisciplines of sports science, including performance analysis, skill acquisition, sports biomechanics, sports physiology and strength science.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Explain the principles and theories of performance analysis, skill acquisition, sports biomechanics, sports physiology and strength science.
- » Define the key concepts and terminology related to each subdiscipline of sports science.
- » Identify the latest research and advancements in performance analysis, skill acquisition, sports biomechanics, sports physiology and strength science.
- » Describe the practical applications of each subdiscipline in sports settings.
- » Recognise the ethical considerations and professional standards specific to each subdiscipline of sports science.
- » Analyse and critique research studies and literature within the subdisciplines of sports science.
- » Demonstrate knowledge of mentoring and supervision techniques and strategies.
- » Apply performance analysis techniques to analyse and interpret sports performance data.
- » Design and implement skill acquisition programs to enhance athletes' learning and performance.
- » Provide mentoring and supervision to less experienced sports scientists, guiding their professional development and skills acquisition.
- » Provide guidance and support to colleagues, program staff and new graduates in their professional development.
- » Share expertise and knowledge through mentoring and coaching relationships.
- » Foster a positive and supportive learning environment for emerging sports scientists.
- » Demonstrate expertise in specialised techniques and methodologies relevant to the chosen domain.
- » Influence and motivate stakeholders to embrace changes and innovative approaches.
- » Contribute to research and development projects within the field of sports science.
- » Facilitate productive discussions and negotiations to find consensus and solutions.

AHPM

GUIDING PRINCIPLE

An Accredited High Performance Manager can demonstrate specialised knowledge and skills in management to lead SSSM programs for high performance, elite and professional sports and athletes.

EXAMPLE KNOWLEDGE AND SKILL COMPONENTS

- » Analyses and interprets current trends, research and best practices in sports management.
- » Applies strategic management principles to develop and execute SSSM programs.
- » Evaluates and integrates management theories and frameworks applicable to high performance sports settings.
- » Leads and facilitates the development of a high performance multidisciplinary team.
- » Implements performance management techniques to optimise team performance and individual growth.
- » Facilitates regular meetings and feedback sessions to promote collaboration and exchange of information.
- » Implements evidence-based practices and protocols to enhance athlete performance and well-being.
- » Conducts critical analysis and assessment of innovative coaching, science, medicine and technology.
- » Ensures compliance with health and safety policies to prioritise athlete and staff welfare.
- » Cultivates and maintains partnerships with the National Sporting Organisation (NSO), National Institute Network (NIN), government entities, owners and sponsors.
- » Negotiates and manages contractual agreements to optimise support services.
- » Aligns performance objectives with the strategic plan to support projected outcomes.
- » Evaluates coaching methodologies, scientific advancements, medical interventions and technological innovations.
- » Integrates performance solutions into the SSSM team's approach to enhance athlete performance and well-being.

Disclaimer: ESSA has chosen to use a broad, principle-based approach to define the minimum professional standards for accreditation as an Accredited Sports Scientist and Accredited High Performance Manager. By adopting this approach, ESSA aims to harness individual competencies, embrace innovative practice and remain sensitive to changes within the industry environment. The information provided in this document is not intended to be professional advice and is no substitute for professional or medical advice relevant to the user's circumstances and purposes. Individuals must ensure they have the appropriate competencies for all activities undertaken. ESSA does not endorse, warrant or make any representations in relation to, and does not accept any liability in relation to, the goods and services of those third parties who utilise this document.